***GRASPS Frame***

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| ***G***  Real-World **Goal** | For students to examine how laws can create safe and positive communities. |
| ***R***  A meaningful **role** for the student | As members of the classroom, students will work together to create a classroom constitution. |
| ***A***  Authentic real-world (or simulated) **audience** | Classmates and teacher, as well as administration and classroom visitors, will be the intended audience for this assignment. |
| ***S***  A contextualized **situation** that involves real-world application(s) | Students will act as the writers and founding members of their classroom constitution. |
| ***P***  Student-generated culminating **products** and **performances** | Students will be responsible for working with each other to come up with no more than 5 rules which will become the Classroom Constitution. |
| ***S***  Consensus-driven performance **standards** for judging success | Through the use of a holistic rubric, students will be assessed on their ability to work well with each other and provide appropriate suggestions for laws that will become the Classroom Constitution. |